

COMMUNITY COLLEGE COUNCIL (CCC) MEETING NOTES

Wednesday, May 13, 2015

3:30 – 5:10 p.m. -- DE – ICN Room

Those in attendance included:

- ❑ Linda Allen, President, Hawkeye Community College, and CCC Member
- ❑ MJ Dolan, Executive Director, Iowa Association of Community College Trustees
- ❑ Kent Farver, Chief, Bureau of Community Colleges
- ❑ Rosie Hussey, CCC and State Board of Education Member (via conference call)
- ❑ Mike Knedler, CCC and State Board of Education Member
- ❑ Mary Ellen Miller, CCC and State Board of Education Member
- ❑ Moudy Nabulsi, Community College Trustee, and CCC Member (via conference call)
- ❑ Stephanie Weeks, Assistant to Jeremy Varner, Division of Community Colleges

I. Welcome and Introductions—Mike Knedler, Chair

Chair Knedler called the meeting to order at 3:30 p.m. Members and presenters introduced themselves. The CCC welcomed new member, Dr. Linda Allen, to the council (replacing Dr. Barbara Crittenden). Dr. Allen's term will expire in 2018.

II. Approval of Meeting Notes—Mike Knedler

Chair Knedler asked for approval of the notes from the May 13, 2015, meeting of the CCC. It was noted that under MJ's update the dates were incorrectly entered for the 50th anniversary of Iowa's community colleges, which will take place on February 22-23, 2016, not March 22-23, 2016. The revision was made and the revised notes posted to the DE website.

Mary Ellen Miller wanted to confirm that the CCC members plan to discuss with the State Board members at their retreat on June 11-12, 2015, regarding the board's participation in the 50th anniversary celebration of Iowa's community colleges. Chair Knedler confirmed that this discussion will take place during the retreat.

Motion: Rosie Hussey moved and Mary Ellen Miller seconded to approve the CCC notes as presented.

Action: The notes were passed unanimously by the CCC.

III. Division Updates—Jeremy Varner

A. Community College Leader Bulletin (CCLB)

The Division of Community Colleges will be publishing the spring edition of the CCLB. The CCLB provides consistent communication to all of our liaison groups – presidents, trustees, chief academic officers, deans groups, business officers, student services chiefs, Community College Faculty Advisory Committee, Community College Accreditation Advisory Committee, etc.

B. Faculty Standards Task Force (FSTF)

A statewide Faculty Standards Task Force (FSTF) will be convened the end of May in response to proposed changes to Higher Learning Commission (HLC) policy heightening expectations for faculty credentialing. Among the most acute issues is an expectation that faculty teaching arts and sciences courses have a graduate degree within their discipline or a master's degree and 18 graduate hours within the discipline. Currently, Iowa law requires a master's degree in the field or a master's degree and 12 graduate credit hours within the discipline.

Historically, HLC guidelines emphasized the role of academic credentials in determining whether faculty are qualified to teach college-level courses. However, the HLC had not set numeric parameters and deferred to state policy, when applicable. With the proposed policy changes, faculty qualifications are elevated to an "assumed practice" with a compliance deadline of December 31, 2015. The FSTF prepared a letter providing feedback to the HLC on problematic portions of its proposed "Assumed Practice" policy change. The letter requested the HLC extend the deadline, clarify expectations for career and technical education instructors, and permit consideration of factors other than discipline graduate credits in determining whether an instructor is qualified.

The primary charge of the FSTF is to develop a statewide plan to move to compliance with HLC policy within a reasonable timeframe. The department has urged community colleges to address the issue through the state plan as uneven implementation may negatively impact student opportunities. The FSTF has established subgroups to address various aspects of the effort. Deliverables are expected to include development of an implementation plan, proposed changes to state law and accreditation standards, a template or process for internal audits of faculty qualifications including professional development plans, and guidelines for assessing qualifications including delineation of disciplines and subfields.

The task force consists of two college presidents, three chief academic officers, one arts and science and one career and technical education administrator, two human resource representatives, two faculty representatives, an administrator who has served as a HLC liaison, and three representatives from the Division of Community Colleges.

C. Secondary Career and Technical Education (CTE) Task Force Update

With a legislatively mandated due date quickly approaching, the Secondary Career and Technical Education (CTE) Task Force met on May 1 to flesh out a set of recommendations. A final set of recommendation is due to the General Assembly by November 1. The task force is moving toward making final recommendations at their July 10, 2015, meeting.

Five broad themes were drawn from task force member and constituent statements - work-based learning, career guidance, career pathways, instructor supports and training, and school structure. Task force members were divided into subgroups, with each subgroup focused on one recommendation - minus career guidance, which has a standalone subgroup focused on creating recommendations. In addition to these topics, the task force is considering a proposal for a statewide system of regional education centers.

Work-Based Learning

The state of Iowa currently supports such efforts through a statewide system of Intermediary Networks. The task force has the goal of ensuring all students and instructors have equal opportunity to access these opportunities and are exploring steps to that end.

Career Pathways

Members of this subgroup expressed interest in embracing a career pathways system, which would primarily involve leveraging and building-off of existing structures such as core curriculum planning (i.e., eighth grade plan), programs of study, and career academies. Such an initiative may also prompt a change from the current six CTE service areas to the career clusters model. It is envisioned that a career pathways model at the secondary level - one which incorporates core curriculum planning and expanding programs of study - will result in more students being exposed to CTE. Academics and CTE would come together in a coherent sequence of courses which ultimately guide students toward the appropriate credentials and employment opportunities.

Instructor Supports

Crucial to student learning and success is the quality of the instructor. In recognition of this, task force members discussed topics related to training, supports, and professional development which will assist instructors in implementing and delivering high-quality CTE programming. Also a topic of conversation was the shortage of CTE instructors. A recommendation surfaced which would prompt the review of statute and policies by Board of Educational Examiners (BOEE) in an effort to find measures which would lead to an increase the pool of qualified CTE instructors.

School Structure

In the same vein, state and district policies must also be reviewed to facilitate the delivery of high-quality CTE programming. Areas of focus range from graduation requirements to methods for the equitable delivery of CTE across the state. One method of providing equitable access to CTE programming is the regional center model. The proposal, presented to the taskforce by the Iowa Association of Community College Presidents, is an ambitious plan to establish a statewide system of regional centers. The plan calls for a statewide system of regional centers where all high school students fall within a 30-mile radius service area, taking into account existing facilities. The proposal calls for a sizeable investment from the state, which would go towards building or renovating facilities. The regional center concept itself is not new - to varying degrees, many community colleges have already embraced the model. What this proposal attempts to address is the unequal access to high quality programming including concurrent enrollment opportunities.

D. Sector Board and Career Pathway Advisory Committee

The Sector Board and Career Pathway Advisory Committee met in Des Moines on April 3. The advisory committee assists the department with issues related to implementation of career pathways and sector boards. The immediate charge of the committee is two-fold: 1) to develop a statewide uniform definition and, 2) to identify the required components for sector boards and career pathways. Common definitions and identification of core components is necessary in order for statewide guidance to be issued that will clarify what constitutes a career pathway and a sector board.

The group will explore recommendations for metrics and evaluation components to measure effectiveness and results for both career pathways and sector boards. A statewide repository of sector boards and career pathways will also be examined. The group is comprised of representatives of: 1) Chief Academic Officers; 2) Continuing Education Deans and Directors; 3) Student Services; 4) Adult Literacy Coordinators Career and Technical Education Deans and Directors; 5) Economic Developers; 6) Gap Tuition Coordinators; 7) PACE Coordinators; 8) Work-Based Intermediary Networks. The department is currently working to expand group membership by adding representatives from other key stakeholders, such as business and industry. The next meeting of the Sector Board and Career Pathway Advisory Committee will meet on July 7, 2015.

IV. IACCT Update—MJ Dolan, Executive Director

Senate File 501: MJ reported that SF 501 passed the Senate on May 13th. UPDATE: On Friday, May 22, Governor Branstad signed SF 501 which supports online education and student consumer protection. SF 501, unanimously passed the Iowa Legislature and was supported by Attorney General Tom Miller, Governor Branstad, the Iowa College Student Aid Commission, Iowa's community colleges, public universities, and independent colleges and universities.

SF 501 allows the state to register with the National Council for State Authorization Reciprocity Agreements (SARA) without sacrificing Iowa's strong consumer protection laws. This agreement standardizes distance learning regulations and eliminates a burdensome and costly state-by-state authorization process. The streamlines system will generate revenue for Iowa's educational institutions by increasing the availability of their online programs as well as saving \$5.7M that otherwise would have been passed onto students in tuition increases. SF 501 eliminates SARA objection to Iowa's higher consumer protection through the establishment of the fund, which also preserves the state refund policy.

Iowa Association of Community College Trustees Conference—July 22-24, 2015: Indian Hills Community College will be hosting the 2015 IACCT Conference. The conference will provide attendees with opportunities for learning, networking, fellowship, and fun as trustees from all 15 of Iowa's community colleges gather on the [Indian Hills main campus](#) in Ottumwa.

Register Online for the 2015 IACCT Conference >>

Conference Hotel Information

View the *detailed* **Schedule of Conference Events**

Senate Resolution 35 Commemorating the passage of SF 550 on May 26, 1965: Three standing ovations occurred in the Iowa Senate on Thursday, April 23, in connection with the unanimous adoption of Senate Resolution 35 commemorating the adoption of the Iowa community colleges' bill, SF 550, on a vote of 47-11 on May 26, 1965. Senate File 550 was floor managed by Senator Jack Kibbie. Senators Wally Horn and David Johnson introduced the Resolution speaking to the workforce and economic development provided by the community colleges and to the purpose of the original bill noting today that nearly one-half of postsecondary students in Iowa attend community colleges, respectively.

50th Anniversary of Iowa's Community Colleges: On February 22-23, 2016, IACCT is sponsoring a celebration of the 50th anniversary of Iowa's community colleges, which will be held at the Embassy Suites in conjunction with the IACCT Conference. Chair Knedler and the CCC confirmed

that the State Board would like to participate in this celebration and it will be discussed at the June 11-12 State Board of Education Retreat.

V. Rules: 281 IAC Chapter 21—Community Colleges (Adopt)—Jeremy Varner

The proposed amendments to 281 Iowa Administrative Code Chapter 21 would clarify protocol for community college residency determinations for students, including veterans, and clarify permissible tuition rates. The amendments would move the State Board of Education’s Uniform Policy on Residency Status into Iowa Administrative Code. The department received comments from the Iowa National Guard concerning the definition of a veteran. The department has changed the language in the proposed rule to reflect the comments received by the Iowa National Guard. The department has also stricken Item 1 from the Noticed rule and replaced with item 2.

Motion: Mary Ellen Miller moved and Moudy Nabulsi seconded to move that the State Board adopt the Chapter 21 rules.

Vote: The motion carried unanimously.

VI. Iowa Community Colleges Certified Budget Report—FY 2016—Kent Farver

The Department of Education, Division of Community Colleges, annually prepares a Community College Certified Budget Report. Farver stated that this report does not contain financial statements. He also stated that we are working with the Iowa Department of Management to revise the budget forms. This report provides information to assist the Community College Council and the State Board of Education members in their role as outlined in Iowa Code, Chapter 260C.17, as follows:

“The board of directors of each merged area shall prepare an annual budget designating the proposed expenditures for operation of the community college. The board shall further designate the amounts, which are to be raised by local taxation and the amounts which are to be raised by other sources of revenue for the operation. The budget of each merged area shall be submitted to the state board no later than May 1 preceding the next fiscal year for approval. The state board shall review the proposed budget and shall, prior to June 1, either grant its approval or return the budget without approval with the comments of the state board attached to it. Any unapproved budget shall be resubmitted to the state board for final approval.”

To meet Iowa Code, this report on each community college’s projected budget must be reviewed and approved by the Community College Council and the State Board on or prior to June 1 of each year. At the time the information for this report is requested from Iowa’s 15 community colleges, state general aid appropriations, tuition revenues, and employee salaries are not finalized for the next fiscal year. Only budget estimates can be provided. Community college staff demonstrated their best attempts at preparing the following budget estimates for next year.

Farver provided an overview and explanation of budget process. Each community college budget included in this report is the budget approved by the community college’s local board. This budget is used for determining tax levies. To prepare this budget, college staff must estimate revenues

and expenditures for FY 2016. According to Chapter 24 of the Iowa Code, the local approved community college budget must be filed with their controlling county auditor.

The controlling county auditor is usually the auditor in the most populated county in the merged area (i.e., Polk County for Des Moines Area Community College), and is published in newspapers with a notice of a public hearing. The notice of the public hearing needs to be published at least 10 days prior to the hearing. The budgets must be sent to the controlling county auditor no later than March 15 of each year on the forms prescribed by the Department of Management. The funds used for published and certified budgets are the Unrestricted General Fund (Fund 1), the Restricted General Fund (Fund 2), the Plant Fund (Fund 7), and the Bond and Interest Fund (Fund 7). For comparative purposes, the FY 2015 re-estimated budget and the FY 2014 actual revenue and expenditures for Fund 1, Fund 2, and Fund 7 are included.

In accordance with the Iowa Code, Chapter 24.17, the 15 community colleges have published their local board approved fiscal year 2016 budgets. In accordance with the Iowa Code, Chapter 260C.17, the community colleges request the State Board of Education's approval of their individual budgets. The Department of Education, Division of Community Colleges, recommends approval of the Certified Budget Report by the State Board.

Motion: Rosie Hussey moved and Linda Allen seconded to move that the State Board approve the Certified Budget Report.

Vote: The motion carried unanimously.

VII. Iowa Community Colleges Adult Education and Literacy Annual Report—Program Year 2014 (July 1, 2013 – June 30, 2014)—Kent Farver

This report is based on the Program Year (PY) 2014 and the report submitted to the U.S. Department of Education (USDE), Office of Career, Technical and Adult Education. This year includes the legislative appropriated new state support for adult education and literacy programming. The appropriation is expected to build on previous efforts to build career pathways and help more low-skill adults obtain postsecondary credentials and employment.

INTRODUCTION--This report is Iowa's response to the four questions that the USDE, Office of Career, Technical and Adult Education (OCTAE), requires of all states and territories receiving federal funding through the Workforce Investment Act (WIA), Title II, Adult Education and Family Literacy Act (AEFLA). The overall goal of the Act is "to increase the employability, retention, and earnings of participants and increase occupational skill attainment by participants and, as a result, improve the quality of the workforce, reduce welfare dependency, and enhance the productivity and competitiveness of the Nation."

THE IMPACT OF ADULT EDUCATION AND LITERACY--The federally-funded adult education and literacy programs administered by the Iowa Department of Education, Division of Community Colleges, provide lifelong educational opportunities and support services to eligible participants. Programs assist adults in obtaining the knowledge and skills necessary for work, further education, family self-sufficiency, and community involvement. By improving the education and

skill levels of individual Iowans, the programs enhance the competitiveness of state's workforce and economy. Iowa adult education programs help learners to:

- Gain employment or better their current employment.
- Obtain a high school equivalency diploma by passing the state high school equivalency assessment test.
- Attain skills necessary to enter postsecondary education and training.
- Exit public welfare and become self-sufficient.
- Learn to speak, to read, and to write the English language.
- Master basic academic skills to help their children succeed in school.
- Become U.S. citizens and participate in a democratic society.
- Gain self-esteem, personal confidence, and a sense of personal and civic responsibility.

ADDRESSING IOWA'S NEEDS AND CHALLENGES THROUGH ADULT EDUCATION--Adults Without a High School Diploma and Postsecondary Education: According to the U.S. Census Bureau American Community Survey, 11.7 percent of Iowa's population between the ages of 18-24 (36,370) are without a high school diploma, and 9.1 percent (149,366) of Iowa's population have less than a 9th grade up to a 12th grade education without a high school diploma.

The Limited English Proficient (LEP) Population: The LEP population increased in 2013 to 85,814. The American Community Survey classified this population as having self-identified as "speaks English less than very well". Of this population, 59 percent are Spanish speaking, 21 percent are Asian, Pacific Islander, and 15 percent are Indo-European.

Unemployment of Iowans of Working Age and Labor Force Participation Rates: The census data for 2013 indicates that those over 16 and unemployed was 131,414. Over four percent (5,115) that self-identified as unemployed was served by Iowa's adult education and literacy programs in this past year.

Skills Gap: To maintain competitiveness in the global economy, Iowa needs a more highly skilled and credentialed workforce. Currently, more than 185,736 working-age Iowans have not completed high school or obtained a high school equivalency diploma and only two percent (3,436) of this target population took the high school equivalency test in 2013.

FUTURE DIRECTIONS FOR 2014--Several initiatives have been implemented to help shape the future direction of adult education and literacy efforts in Iowa, while maintaining the integrity of past efforts and successes. Examples include:

- Student Achievement in Reading (STAR) training has begun in Iowa as a consortium effort with Kansas. Our pilot site is helping to promote not only additional assessment methods but managed enrollment class structure. This approach will aid other programs to successfully implement managed enrollment elements to their delivery structure. As ABE and ABE Intermediate in particular represents the largest proportion of our adult learners, the additional diagnostic assessment tools and reading strategies for this population will greatly aid the instruction in achieving educational functioning level gains.

- Aligning CASAS standards to CCR standards will be a priority in professional development for Iowa. With changes to the high school equivalency assessment and its relation to the Common Core Standards, programs and instructors need to be prepared in helping students be successful with 21st century skills. Assisting in this alignment will be implementing SIA each provider's instruction.
- Increasing the development of career pathways with partners from Workforce Development Programs will be increased as additional training and funds will be used to increase involvement. Aspen Institute and the Center for Occupational Research and Development (CORD) will provide training to assist programs in providing tools and resources for Career Pathways implementation.

VIII. Hawkeye Community College (HCC) Interim Accreditation Report: FY 2015—Kent Farver

Kent Farver presented the evaluation of HCC for continued state accreditation as an associate degree-granting institution. The department conducted the on-site portion of the evaluation on February 18-19, 2015. The findings reflect the work of the accreditation team's interim review of HCC. HCC is accredited by the Higher Learning Commission (HLC), a commission of the North Central Association. The state accreditation process reviews state requirements but does not duplicate the HLC process. HLC documentation is reviewed during the visit to identify any follow up that may be required. State standards are reviewed through a structured process by department staff and community college peer reviewers.

Motion: Moudy Nabulsi moved and Rosie Hussey seconded to move that the State Board approve continued accreditation for HCC. A state comprehensive accreditation evaluation will be conducted in fiscal year 2020.

Vote: The motion carried unanimously.

VIII. For the Good of the Order

The meeting was adjourned at 5:10 p.m. The next face-to-face meeting will be held on Wednesday, June 10, 2015, 3:30 – 5:00 p.m., at the Department of Education's ICN Room.